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AN ADDRESS

ON THE FORMATION OF AN

ASSOCIATION OF TEACHERS.

ON ASSOCIATIONS OF TEACHERS:

AN ADDRESS

DELIVERED AT A

MEETING HELD IN DORCHESTER,

ON WEDNESDAY, 8TH OF SEPTEMBER,

FOR THE

PURPOSE OF FORMING AN

ASSOCIATION OF TEACHERS,

FOR

NORFOLK COUNTY.

BY WILLIAM RUSSELL.

PUBLISHED BY REQUEST.

BOSTON:

PRINTED BY SAMUEL N. DICKINSON,

FIFTY-TWO, WASHINGTON STREET, SIX DOORS NORTH OF STATE STREET.

1830.

ADDRESS.

We are met for the purpose of forming a local association of teachers; and the design of the proposed association is, mutual improvement, with reference to professional duties. But the occasion of our meeting cannot be considered as restricted, in its interest, to the members of a single profession; it embraces the whole subject of general education: it is important to all our relations as parents, as members of a self-governing community, as individuals interested in the common welfare of man.

We are assembled to partake and to extend, within our limited sphere, the present universal impulse on the improvement of education, which is carrying increased facilities, and enlarged opportunities of intellectual advancement, into every hamlet, and into every village school in these States. We wish to obtain a share in benefits so desirable, and, if possible, to aid in amplifying and diffusing them. We would form one of the many waves in that onward tide of mental action, which is now, with unprecedented force and rapidity, impelling the human mind towards a higher elevation and a purer happiness than it has ever yet attained.

The prevailing activity of thought on the subject of education, leads naturally, if not necessarily, to union and co-operation, on the part of all who are desirous to afford effectual aid in promoting this branch of human interests. Especially, this general excitement of attention regarding the peculiar relations which teachers bear to society, would seem to invite them to associate for mutual aid and professional improvement.

It would be unnecessary, on this occasion, to enter on a discussion of the general advantages arising from professional associations, or to enlarge on the dignity they impart to professional character, the incitement they afford to professional ambition, and the facilities which they furnish for the attainment of professional skill, and its attendant success. But one argument may be selected, which seems to apply, with peculiar force, to the propriety of forming such associations among teachers.

Education, if rightly conducted, has to do with all the faculties of the mind, and with all subjects to which these may be applied. No profession is so immediately and so deeply concerned in human improvement, whether we regard it as intrusted with the exercise and discipline of those faculties which are employed in the attainment of a given degree of progress, or as liable to be perpetually called on to furnish that preparation by which the mind is enabled

continually to enter on new regions of discovery and invention. Every addition to the catalogue of science, (and new and beautiful constellations are ever appearing on the intellectual firmament, which will be studied, if but to be admired,) every new branch shooting from the tree of knowledge, calls for a fresh effort from the teacher, to put it in possession of the young, that they may lay it up among the accumulating treasures of human acquisition, or transplant it to a new field of study, to produce a new variety of thought.

The various branches of science are constantly ramifying into new and numerous subdivisions. No single intellect can adequately follow all, or even many, of them. The principle of individuality, stamped on us at our creation, forbids our pursuing all subjects to equal extent, or with equal success. Good teaching is the communication of a mind overflowing with its subject. We can teach successfully only so far as we have a predilection. We must divide, if we would conquer. The vast domain of science must be thrown open in all its avenues and all its recesses; and the human intellect must be permitted to bring up its powers as a free-will offering, and at whatever shrine of the temple it loves to worship. We cannot, on other terms, see that entire devotion of the mind, in a concentrated exertion of all its powers, which alone can earn the treasures of genuine knowledge, or enable the individual to enrich others by imparting them. Like those who search for the precious metals, we may all sail in company up the main stream; but we must part when we reach the tributaries, to trace these and their branches, each to its source, and there begin our individual search; returning, at length, to deposit our acquisitions in the common treasury.

Proceeding to a more distinct and regular consideration of the subject before us, I will confine my remarks to the following topics.

The good which may accrue from associations of the kind we now contemplate, 1st, to teachers individually;—2dly, to the profession as such;—3dly, to the community at large.

1st. The formation of such associations will be of great assistance to teachers, individually, in relation to the two main divisions of their duties,—*the acquiring and the imparting of knowledge.* I have already alluded to the wide scope necessarily taken by education, in consequence of the increasing number and variety of the branches of science which have become topics of general interest or of useful information.

But another argument, and one more important than any consideration connected with mere variety or extent of knowledge, is now to be attended to,—I mean the accuracy and depth of knowledge;—qualities which never can be attained amidst a bewildering variety of pursuits, or a large number of objects presented to the attention, or with a limited time assigned to appli-

cation. But under all these disadvantages a teacher must always labour. His employments are many and miscellaneous, even in the humblest school that he can be called to instruct.

To teach the very elements of *orthography*, in an adequate manner, he must possess a good degree of grammatical and historical knowledge of the English language. For it is to be hoped that he has too much spirit to follow tamely and mechanically the orthography of his spelling book, without being able to assign, or, at least, to understand, the reason why, in certain classes of words, one mode of spelling is preferable to another. There is all the difference, in these two cases, that exists between an intelligent instructer and a lifeless machine,—between an individual who is competent to teach, and one who is compelled to put himself on a level with his pupils, and be taught, in common with them, by the letter of the book. Instructers who would rise above the rank of mere tools in the business of education, must inform their own minds extensively and minutely on the subjects which they teach. I will not stop to enlarge on the obvious truths, that, in the natural order of things, the teacher's authority should be above that of the books he uses; that he is the living, thinking, and responsible agent; and that books are but the implements which he employs; that he ought to be fully competent to modify and adapt these implements, as occasion may require, or to correct them where they are erroneous, and enlarge them where they are, in any respect deficient. I will go no farther, at present, than to say that to teach intelligently, earnestly, and effectually, the instructer must enter not merely into the general spirit of subjects and authors, but must perfectly comprehend and appreciate them in detail, that no important fact or principle may be overlooked, or fail of its proper effect on the mind.

All that has now been advanced holds good in regard to orthography; in the right teaching of which no small degree of knowledge, skill, taste, and scholarship in the English language, is put in requisition. But the demand for all these accomplishments becomes infinitely more urgent, when we advert to the science of *grammar*. To teach English grammar, as it always ought to be taught, the instructer should be well versed in the classic writers of the language,—not merely in the petty details of syntax and structure, but in the genius and the idioms of their diction. He ought to be well read in the authors of our own day, familiar with every point in which they differ from the standard writers of the last century, discriminating in his judgment of these differences, and thus competent to do, on his part, what every little abridgment of grammar very pompously professes to do,—to "teach the art of speaking and writing the English language with propriety;" —one of the most difficult tasks ever attempted, perhaps, in instruction, one in which, with all our array of books, from the spell-

ing book to Johnson's quarto, and with all our gradation of seminaries of learning, from the primary school upward to collegiate and professional institutions, we do not confessedly succeed in accomplishing.

And to what is this failure owing? To defective and mechanical early instruction,—to learning by rote—to studying prematurely systems and theories, instead of resorting early to observation and practice, and endeavouring to elicit principles from these. Thought and expression, which, in the nature of things, are "joined," erroneous instruction attempts to "put asunder," for the purpose of teaching the latter mechanically and by rote; as if, in this respect, the intellect of a young human being were to be addressed in the same way as the imitative sympathies of a young mocking bird.

To teach grammar properly, we must have a competent knowledge of those principles of logic and of intellectual philosophy on which grammar is based, and to which alone it owes its rank among sciences. Grammar is the art of using language. Language is the expression of our thoughts. Every error in grammar, every fault in language, is an error in thought, and must be rectified at the fountain-head. The man who would teach grammar to children, must train and discipline their habits of thought. He must school them in practical logic; he must habituate them to trace the relations and connexions existing among their own conceptions; and, when he comes to put them upon express exercises in language, he must be competent to employ as aids the best, the simplest, and purest models of the art, which it is his design to teach; and again comes in requisition a high standard of English scholarship.

Another common branch of elementary education, is the art of *reading*, involving some knowledge of the structure and mechanism of the human frame, and the wondrous function of voice, as the main organ of mental expression, the connecting link of our intellectual and social sympathies, by which all the wealth of thought and feeling gathered in the individual mind, becomes the common property of communities, cities, and nations. How imperfectly the use of the human voice is now generally taught I need not stop to say. It is a matter indeed, of universal and deep-felt regret. But no true improvement in this branch of education can ever be effected, till a more distinct connexion is recognized between the sounds of the voice, and the feelings which they express; till a better knowledge is acquired of these feelings themselves; till we trace, here, the laws of creation, and bring the outward organ more thoroughly under the discipline of mind. The differences of sounds themselves must be investigated in their relations to sentiment. A refined taste must come in to aid us, with all its minute discriminations between general laws and local cus-

toms; between the effects of harmonious modulation, and those of dissonant and arbitrary tone. The young pupil, instead of being taught, or at least permitted, to read the very masterpieces, perhaps, of English composition, with a mere mechanical articulation of the words, or the obvious tone of a piece of task-work, must become habituated to a clear, distinct, impressive utterance of sentiment; implying a full understanding of what he reads, an entire sympathy with the feelings of his author, and a desire to impart these to the minds of others. But in what part of education, as now conducted, shall we find that course of mental discipline by which the young may adequately learn to apprehend the force, the elevation, the compass of thought, embodied in our eminent writers, so as to express these in an intonation embracing their kindred emotions of sublimity and pathos? Where shall we find even that elementary discipline of the organs, which such reading implies,—that purity of articulation, that intellectual energy of utterance, that soundness and delicacy of taste in pronunciation, which are but the rudiments of an appropriate elocution? The measure and the model of all these attainments, must exist in the teacher. At all events, he must be capable of creating them in others; and education must continue imperfect, till such results can be realized.

The ordinary art of *penmanship*, mechanical as it is, demands many previous accomplishments for a just method of teaching it. A geometrical study of forms; a practised accuracy in the organ of sight; a knowledge of the conformation of those parts of the human frame which are employed in the act of using the pen, that they may early acquire those habits of position and movement which are most favorable to health of body, and facility and correctness of execution; the ingenuity to devise rational and interesting methods of instruction, so as to raise this branch of education from a tedious piece of drudgery to an agreeable exercise of all the powers of mind, in company with the mechanical movement of the bodily organ;—all these attainments, and many more are required, to render practice in penmanship an exercise worthy of the powers or conducive to the improvement of human beings.

Arithmetic is a science, which, if rightly taught, might be rendered a highly useful discipline of intellect. Attention, judgment, memory, the faculty of combination, a patient expectation of results, a habit of persevering diligence and laborious application, are all put in requisition by this branch of study. But how often is the intention of such discipline defeated, and all its benefit lost, by mechanical expedients and habits of routine! How often do both pupil and teacher sacrifice the nobler and ultimate objects of education, in impatience to come to an immediate apparent result, and degrade the mind by slavish habits of compliance with prescription and custom, instead of raising it to a free, excursive use

of its own energies, and the elevating consciousness of independent power!

The teacher who would instruct well in arithmetic, must first himself have felt the full benefit of an extensive course of mathematical studies, that he may know what their influence is on the various powers of the mind; which branches are best adapted to the capacities of the young; and what methods of instruction are best suited to impart the knowledge, and elicit the activity of thought, aimed at in this department of education.

The science of *geometry* may be mentioned in this connexion, as an instance of the multiplying demands made upon the time and attention of teachers, in consequence of the present desire for improvement in education. This branch is now very generally, and very properly, introduced as a part of elementary instruction. It becomes necessary, therefore, that the teacher should make preparation for giving instruction in this department. But how is he to do this, confined throughout the day to his school-room, surrounded with limited means and opportunities of information, and having at command but one or two hours out of the twenty-four which he can give to study?

Music, that eminently moral art, is making its way into elementary schools; and through the zeal and the efforts of Mr. Woodbridge, the present editor of the Journal of Education, aided by the superior talent of Mr. Mason, by whose exertions, in connexion with the Handel and Haydn Society, church music has been recently so much improved, we may hope to have, ere long, a style of juvenile music generally introduced, which has already effected much, in Europe, for the happiness and the improvement of the young, and which may be productive of incalculable good, as a part of American education.

Drawing, too, as a discipline of attention and imagination, not less than of the eye, is found a valuable resource to instructers, even of young children. As a means of silent, gradual, unobtrusive advancement of all the faculties of the mind, this beautiful and inspiring art is unequalled. By its instrumentality the dawning intellect is led over the aspect of creation, and obtains pure and true impressions of its character, along with the happy ability to repeat and prolong these impressions at will.

Geography is at present extensively introduced as a branch of education at elementary schools; and what a depth and variety of information are required, to impart instruction aright in this department! Instruction loses all its effect here, if the teacher is merely to take up a compend and hear the children recite it throughout. Geography, if it is intended to produce any effect on the young mind, is meant to enlarge its capacities of knowledge, to confirm habits of observation and of thought. The teacher must be able to fill up, in the most instructive and interesting

manner, the dry outline of the book. He must have the power of getting his pupils to think on the subject of their lessons, and to follow their text book and their teacher, with the deep interest of excited curiosity. He must be capable, too, of exalting the whole subject of geography, by entering into its relations to physics and to astronomy. All books of instruction in this branch, with the exception of a few little treatises on local geography, recently published by Mr. Carter of Lancaster, are defective as implements of education, in the circumstance that they invert the natural order of study, presenting the learner, in the first instance, with a brief view of the universe, instead of awakening in his mind the spirit of thought and inquiry about the mountains, rivers, and lakes of his native place, and thence leading him outward by degrees, to a substantial and well founded knowledge of other places and countries. This elementary discipline, attended, as it should be, with the drawing of maps or plans, the teacher must impart, himself, in familiar lessons, adapted to the capacity of his pupils. Astronomy, (if we would avoid an early cramping of the mind's excursive power,) we should never mention, until the learner has had opportunity to ascend a mountain, or a hill of considerable height, and has obtained an idea of what a magnificent and spacious theatre is opened to the eye, in the view of even a few square miles of the surface of the globe. Let him know at least something of space and distance, before we begin to assume them as familiar things. Here again much or rather all, depends on the teacher. He must give the living interest of reality to all instruction attempted in these rudiments of knowledge.

Abridgments of *history*, too, have found their way, in great numbers, into our common schools; and this is well. There is no reason why children old enough to understand the history of their town, of their country, or of the world, should be debarred from this useful and pleasing branch of knowledge. But the ability to teach any one department of history well, implies a good degree of acquaintance with all history; otherwise our means of comparison and illustration must be exceedingly narrow and imperfect. A knowledge, for example, of the history of the United States, implies a knowledge of that of England, and of other countries of Europe, more or less intimately concerned in those transactions which form the elementary stages of the history of this country. The history of any country involves its geography, physical as well as political; the laws, customs, and manners of the inhabitants; their institutions and their policy. Books of history intended for school use, being chiefly mere abstracts, require a copious filling up from all these sources by oral explanations from the teacher; otherwise the object of historical studies, which is to enlarge and enrich the mind, is, to a great extent, lost.

Historical treatises, too, like the corresponding works on geog-

raphy, are defective as books of instruction, from the want of those interesting anecdotes of local events, which contain the first springs of historical investigation to the young mind. Curiosity must be excited and gratified by the relation of domestic and local incidents, by tales of the early planters of towns, by accounts of the aborigines, by narrations embracing the actions of the great and the good, down to the child's own time. His taste will thus receive a direction towards history, which will at once enable him to relish it, and to study it with an attentive and observing mind, when he commences it on a larger scale. The teacher, then, must expect to furnish the early lessons of his pupil in history; and this he cannot do without much labour and research, if he aims at doing it rightly.

I have thus run briefly over the common branches of education, with a view to enforce the necessity of thorough qualifications on the part of instructers, and to illustrate the equal necessity of co-operation and mutual assistance, in our endeavours to raise higher the standard of professional studies. Teachers are impelled, I think, by the spirit of the times to the duty of self-improvement. But the number and variety of the branches of knowledge to be mastered, in order to become qualified to teach well, are too great for individual effort, with limited opportunities of time and application. We need societies for mutual improvement, with a copious library and a decent apparatus; and these facilities brought within the vicinity of every teacher. "Lyceums" furnish such aids to a considerable extent. But these are not sufficient of themselves. We need express associations of teachers, classified so as to embrace, by small committees or individuals, all the principal branches of common education; to divide a library into portions, each committee or individual taking up a branch or a subdivision of a subject; reading every accessible work on that subject; maturing and digesting the whole into a sort of treatise or series of lectures, for the benefit of the whole association; analyzing the principal works, and indicating the chief sources of information on each topic. Each member or committee doing this in turn, the full benefit of a library may be reaped by all the members of such an association, and an extensive and accurate knowledge of subjects obtained. Familiar conversations, in review or explanation of each subject, might prove a useful appendix to such lectures as have been mentioned; and experiments and illustrations might be introduced as occasion should admit or require.

A teacher's association may derive occasional aid from the lectures and conversations held in lyceums; and on some practical points of instruction, or miscellaneous particulars of useful knowledge, may advantageously unite with these popular institutions. But teachers must also have higher aims, and pursue a more systematic and rigorous course of application: their object is not

merely general information. The investigation of a particular subject, or the knowledge of a science, is not sufficient for them. They are not mere students of science, they are teachers of science; and not of one branch, but of several. Their knowledge ought to be the fruit of profound research and extensive reading. They lay the foundations of all attainments. They first put in motion the secret springs of thought. The great living fabric of mental character, generally owes much of its strength and symmetry to the patient labours of those who watch over and guide the first stages of its advancement.

Teachers, then, must be men of study—of hard-earned acquirement. They must not be content with superficial knowledge; they must exhaust subjects—not merely enter on them; and when they have accumulated all the treasures that enterprise and persevering labour can command, then comes their peculiar professional duty to study the human mind, or rather the whole human being, that they may duly aid all the powers of man, and cherish the energies of the outward frame, so "wonderfully made," but especially the good affections, the noble sentiments of the heart, as well as the unceasing activity of that mysterious principle of thought, which the concentrated action of all matter cannot quench or impede. Having studied, and studied profoundly and patiently, the nature of the being committed to his care, the faithful teacher's next endeavour will be to study the art of influencing the mind; the science of education, as indicating the best modes of developing and disciplining the human faculties, and the selection of subjects and exercises; the art of teaching, including the most successful methods of imparting knowledge, or rather of constituting the mind, as far as possible, its own instructer; the means of operating on conscience and bringing the young mind under an early feeling of the principle of duty, that it may possess the power of self-direction and self-government. In one word, the teacher must acquire skill in managing the mind: his must be "the gentle hand that can lead the elephant with a hair."

Teachers, then, in associating for mutual aid, must come to their work with a deep-felt interest in its important results, and with a high standard of exertion before them. This must be the case especially with those who take a part in the early stages of such undertakings. They must look upon themselves as the pioneers in this scarcely trodden region of human improvement. They must take for their example that of the fathers of their country—those venerable men who had no sooner pitched a tent in the wilderness, than they planned and founded a hall of learning.

2. On the probable influence of teacher's associations, in *elevating the character of the profession*, it is unnecessary to enlarge. With the present deep and general interest felt on the subject of education, and the high expectations formed of extensive improve-

ment to result from modes of instruction, the occupation of a teacher holds up to a worthy ambition all the inducements it can desire. The recent formation of a national institution for the advancement of education and the elevation of the teacher's profession, is one among the many indications of better things to come, in the mental progress of the community. Let teachers make themselves what they ought to be—truly the instructers of society. Let them cause the benefits of their profession to be fully felt, and it will want for neither honour nor emolument. Let the teachers of modern times become worthy in their day of being ranked with those great and venerated names, whose reputation attracted from city to city, and from country to country, the aspirants after intellectual eminence throughout the ancient world. Let them press forward to their proper place and rank, in the van of intellectual advancement—the foremost of professions—the instructer of all others—the first, and not, as too generally now, the last, to enter on the magnificent theatre of new science and ever-opening knowledge, which the irrepressible enterprise of modern discovery is perpetually bringing to light. Let them balance these treasures of physical science with the deeper wealth of intellectual studies. Let them endeavour to accelerate an era as memorable for attainments in the science of mind, as the present is for stupendous discoveries in that of matter.

3. *The benefit conferred on the community at large*, by the establishment of associations for mutual improvement among teachers, requires no formal exposition. Instructers, whatever be their rank and qualifications, are the mental guides of society; the character of every community is in a great measure dependent on theirs; the true wealth of a country is the productiveness of its intellectual soil; the true prosperity of a nation is its progress in moral worth. Universal culture, then—unlimited education—is the only adequate means of general happiness. The higher the qualifications of teachers for their office, the more ample, of course, will be the benefits of education. The teacher's mind set in action, is the first and central wave, which stirs and impels outward every other, till the whole surface is in undulation. A high intellectual and moral character is ensured to a community in which teachers are competent to the great task of rightly developing and directing the powers of the mind. If there is any thing that stamps a peculiar dignity and value upon intellect, it is its susceptibility of improvement; its power of indefinite advancement. Let teachers become qualified to unfold and worthily train this germ of promise into the lofty and wide-spreading tree of everlasting life, and what a value is thus stamped on existence, what an amplitude given to individual being! What limit shall we dare to set to human progress under such auspices? When the fountains of truth and light and purity in the human heart, shall have

been extensively opened, and made early to flow over the whole character, and, skilfully and gently guided through the recesses of domestic life, shall have spread far and wide over the face of society, fertilizing and purifying all the sources of action—then, but not till then, shall we rightly perceive what education may do for man, or how deeply he may be indebted to the offices of instruction. In no community has education such scope as in this; and here may the friend of man reasonably look for the first adequate fruits of human culture, on a scale truly adapted to the various powers of our common nature.

We are met, this evening, to throw in our humble contribution towards these great results. We unite to assist each other in social labour, thought, and conversation, as an impulse to farther and vigorous application, individually. For all associated effort is obviously secondary and subordinate to personal investigation. Under this impression, I hope that the association now formed will, as speedily as circumstances may admit, proceed to the formation of a library, to the designation of committees for the purpose of investigating particular subjects connected with education, to the establishment of courses of lectures, by competent individuals in any profession, on topics of interest to teachers.

Above all, a special regard will always, I trust, be had to the situation of female teachers,—whose need of liberal opportunities of improvement, in the form we propose, is a peculiar appeal to the consideration of the opposite sex. Improvement in education must begin in primary and infant schools, and thence travel upward. But how can such a result be attained, if females have not opportunities of becoming fully qualified to promote it in their sphere? The lectures, the discussions, and illustrations, which an association such as this will afford, form a very appropriate kind of instruction for the female sex, and in many instances might be useful and interesting to mothers. A free admission will always, I hope, be not only permitted, but offered to females* who have a disposition to improve such opportunities. Many of the most valuable among recent improvements in education, are identified with the methods adopted originally in infant schools, and from them transferred to others. In particular, I may refer to an early attention to subjects connected with natural history—the primary study of the infant mind, when left to nature's guidance, and a most happy means of developing and cultivating the physical and moral powers in conjunction with the intellect. With these branches of knowledge mothers and elementary teachers must become familiar, at least in their rudiments. And what opportunities so favourable for this purpose, as those which may be connected with such an association as is now proposed?

* An article in the constitution of the Norfolk Association, makes express provision for the participation of female teachers in the benefit of lectures and other opportunities of instruction.

Many other topics, concerning maternal and primary instruction, might here be particularly mentioned, as appropriately coming within the scope of the exercises connected with an association of teachers. But I should prefer to place this whole branch of my subject on the higher ground of the general improvement of the mind, as a preparation for imparting the best influences to the susceptible powers of infancy and of childhood. What amount of mental advantages can we prescribe as sufficient for those who watch over the first awakenings of thought, and give the first impulses of sympathy and affection to the heart?

To the female sex nature has entrusted the early education of man; and although no express teaching can be usefully attempted in very early years, yet the silent influence of the mind of an intelligent mother is ever descending, though unseen,—like the cherishing dew of heaven, falling on the bosom of the earth,—and imparts purity, strength, and healthful vigour to the expanding soul; while the unhappy influence of maternal neglect or incapacity as surely cherishes a growth of weeds, or fosters a secret worm at the root of all mental habits.

Education is going on ceaselessly, in the family and abroad as well as at school. Example is ever moulding the susceptible mind of the child. There is no escape from education. The question solely is, shall it be good or bad, defective or comparatively complete? The beginnings of education are its most important steps. To improve education, then, we must be ready to extend the aids of intellectual light to the mind of the mother, that she may begin with high objects and large results in view, anticipating the teacher's wishes for attentive, docile, and thinking habits, in the young pupil that is to pass into his hands, for no other purpose than that of enlarging and strengthening and confirming these same early impressions. Education must be made "one continuous work, enabling the individual to enter in due season, on the uncontrolled exercise of his powers," in that vigour, purity, and perfection, which good early habits can alone impart, and which are indispensable to the true character and destination of man.

CONSTITUTION

OF THE

Norfolk Association of Teachers.

PREAMBLE.

We, whose names are hereunto annexed, being desirous of obtaining a more perfect knowledge of the means best adapted for communicating Instruction, and for the diffusion of useful knowledge, agree to adopt the following Constitution, and to obey the By-Laws made in conformity thereto.

ARTICLE I.

The society shall be known by the name of THE NORFOLK ASSOCIATION OF TEACHERS.

ARTICLE II.

Section 1st.—Any gentleman of good moral character engaged in teaching or interested in the subject of education may become a member of this Association, by signing this Constitution and paying a fee of one dollar.

Section 2nd.—It shall be the duty of any member of this Association, wishing to dissolve his connexion with the same, to make it known to the Recording Secretary, that he may be honourably discharged from membership.

Section 3rd.—Each member shall be liable to any assessment equally imposed by the Association for its benefit, by two thirds of the members present at any regular meeting.

Section 4th.—Gentlemen may be elected honourary members of this Association at the recommendation of the Directors, by a majority of members present at any regular meeting.

Section 5th.—Any member, for dishonourable or immoral conduct, or for neglecting to pay his assessments after due notice from the Treasurer, may be dismissed from the Association by a vote of two thirds of the members present at any regular meeting.

Section 6th.—Ladies who are engaged in the business of teaching shall be invited to attend the meetings of the Association.

ARTICLE III.

SECTION 1ST.—The Annual Meeting of the Association shall be held at Dedham, on the second Wednesday of September, at such place and hour as the Board of Directors shall order.

SECTION 2ND.—Due notice of the Annual Meetings shall be given in the public journals.

SECTION 3RD.—Special Meetings may be called at the request of three members.

ARTICLE IV.

SECTION 1ST.—The officers of this Association shall be a President, Vice Presidents, a Recording Secretary, two Corresponding Secretaries, a Treasurer, and five Directors.

SECTION 2ND.—The officers of this Association shall be elected annually, by ballot, on the Second Wednesday of September, or, at an adjournment of said meeting.

SECTION 3RD.—The Recording Secretary, one of the Corresponding Secretaries, and the Board of Directors, shall be gentlemen actually engaged in teaching.

ARTICLE V.

SECTION 1ST.—It shall be the duty of the President to preside at each meeting of the Association, and in his absence one of the Vice Presidents, and in the absence of these officers a President *pro. tem.* shall be chosen.

SECTION 2ND.—The Recording Secretary shall notify all meetings of the Association, and shall keep a record of their transactions.

SECTION 3RD.—The Corresponding Secretaries shall be the agents of communication with other societies, and with individuals.

SECTION 4TH.—It shall be the duty of the Treasurer to collect and receive all monies of the Association, and to render, annually, an accurate statement of all his receipts and payments; he shall make no payments except by the order of the Directors.

SECTION 5TH.—To the Board of Directors shall be entrusted the general interests of the Association, with authority to devise and carry into execution such measures as may promote its objects. It shall be their duty to select some person to deliver an Annual Address, and to appoint individuals to lecture on subjects relating to education; to furnish questions for discussion; to appoint four members to debate the questions proposed for each meeting, and to provide convenient accommodations for the meetings.—They shall make an Annual Report of their transactions to the Association.

ARTICLE VI.

SECTION 1ST.—By-Laws, in accordance with this Constitution may be adopted at any regular meeting by a vote of two thirds of the members present.

SECTION 2ND.—This Constitution may be altered or amended by a vote of two thirds of the members present at the Annual Meeting, provided a majority of the Directors shall agree to recommend the proposed alteration or amendment.

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